

PENNSYLVANIA LIBRARY NOTES

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State Library and Museum LIBRARY EXTENSION DIVISION

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These Notes are sent without charge to all libraries, and library trustees requesting it. Please keep us informed of all changes so we may have our mailing list up to date.

CONTENTS

	Page
Children's reading	57
Book selection from the negative side	59
A baker's dozen of books	62
Is there room for both school and public libraries in small towns? ..	65
What we have	70
Pennsylvania Library Law—	
Amendments	72
State Aid	73
District meetings	73
News and Gossip	74
Miscellaneous	77

PENNSYLVANIA LIBRARY ASSOCIATION

The annual meeting, Pittsburgh, October 20-23, Hotel Schenley, are the facts you want to keep in mind for your annual "date" with the P. L. A.

What you want to know is that this is to be a *demonstration* meeting. Instead of its being all *hearing* there is to be also *seeing*.

And what they have for us to see! Three beautiful new library buildings in

nearly small towns; all that the Carnegie Library system has to offer in methods and equipment, including the new simple Detroit charging system in operation; books and book lists with Miss Smith and Miss Bascom at hand to answer questions; and Miss Kelly and her staff to help with all sorts of library problems.

Mr. Munn is planning a great P. L. A. meeting. Don't miss it!

CHILDREN'S READING

by

MRS. SMALL, OF HATBORO

Here is a paragraph which contains considerable food for thought for us who are interested in children's reading, "An intelligent child learns to read soon after falling out of the crib for the third time. At primary school they do what they can with him, but he continues to be able to read..... By the time he enters

high school, or doesn't, in most cases he is ruined." (Quoted from the A. L. A. Bulletin)

This is especially true of the older method of teaching literature. We give a child a book we know he should read and tell him just what he should find in that book. The book is *our* choice; the child the victim. It is a wonder he ever reads another willingly.

Of late years our attitude toward the

child has changed entirely. This is true in all branches of teaching; it is the child that is important. Thus the modern tendency in the selection of child literature encourages a study of what children like and will read. It is vital to provide books that will be read.

This does not mean that our standards are lowered, but that we consult the honestly expressed reactions of children, which form a basis, both psychological and aesthetic, for the selection of such literature. If we frankly accept the child's point of view, we are more likely to succeed in helping him find in books a source of new experiences than are those who guided new readers with graded lists and severe literary standards.

This new ideal demands a great deal from teachers, librarians, and parents. Skill and taste in the selection of children's books depend on a sympathetic understanding of them and their interests as well as a knowledge of the books that have a real appeal for them. Students are just beginning their studies of children's preferences. New lists are being made up based on the recommendations of a large number of children. It is very illuminating to find out the excellence of the child's unspoiled taste as seen in the books that children have taken for their own. Then we can see why the backs of some books are read off, while others lie untouched on the shelves.

The school is only one factor in the child's development; there is the influence of the home. How many children are kept from roaming the streets, but spend the evenings roaming in imagination with even worse companions in sensational books and cheap magazines? From an indiscriminate attendance at the movies children only want to read books as brief and packed with action as movie scenarios. The "funnies" and advertisements have their effect. These all have their influence in forming our children's standards.

Suppose we make a brief study of the experience of children with books. A

very small child's experience of course depends on the intelligence and interest of the grown-ups around him. He lives in the present and likes stories of the things that go on around him. At three or less he is delighted with jingles and rhymes, "Mother Goose" for example. From three to six the child enjoys animal stories, especially those that are funny and have repetition, such as *The Three Little Pigs*, *Three Billygoats Gruff*. A very representative collection is the *Here and Now Story Book* by Lucy Sprague Mitchell. Helen Bannerman's *Little Black Sambo* delights him because it is about a little boy, who has adventures that he likes and wants to have himself. Sara Cone Bryant's *Stories to Tell the Littlest Ones* contains stories of familiar things such as boats, dogs, bicycles, autos, farm animals, as do Cornelia Meig's *Wonderful Locomotive*, illustrated by the Haders, and *Rusty Pete*, a true story of a cow pony. Fairy stories should be used with care for this age for the child is not at the imaginative stage as yet. Hence the best story for the young child is a simple one of actual child experience.

The literary preferences of the boy or girl from this stage to twelve are similar. They like the same types as they did when younger, but longer, with more variety and interest as the imagination grows. At this stage Kipling's *Jungle Books*, Mukerji's *Kari the Elephant*, V. M. Hilmyer's *A Child's History* and *A Child's Geography of the World* charm and interest. Children want the vivid, romantic, thrilling; they show preferences and want stories in which "lots happen;" "Want a book just like this one;" "Characters are real;" "Want a book that lasts a long time." Such a book as *The Adventures of Pinocchio* (Collodi) fills this need. Children love this story. Why? In the first of the book they see the little match they made and the action grows out of the conversation and they get amusement and satisfaction out of the trickishness of the wooden doll. Such a story should never

be cut but should be withheld until it is enjoyed as a whole.

The child who likes Pinocchio will ask for another just like it and we can offer *The Little Wooden Doll*, *The Velveteen Rabbit* by Margery Williams.

These would prepare the way for such fine ones as the *Dr. Dolittle Books* (story, voyage, circus), *Wonderful Adventures of Nils*, by Selma Lagerlof, *Alice's Adventure in Wonderland*, *Hitty: Her First Hundred Years* by Rachel Field.

For rather older children, symbolic stories are enjoyed at this time; as Ruskin's *King of the Golden River*, Hans Christian Andersen's *Stories*, Madame Maeterlinck's *Blue Bird*. Also, stories of adventure, as *Robinson Crusoe*, should be kept until it can be enjoyed as a whole. It should not be used in a shortened edition. Then there is Beulah Marie Dix's *Merrylips* and Howard Pyle's *Merry Adventures of Robin Hood*.

Realistic stories about other children, as *Heidi* and *Adventures of Tom Sawyer*, must be true to life with no false note of moralizing, and must be faithful to small details, as in *Heidi* and use realistic detail and vivid setting as in *Tom Sawyer* and *Huck Finn*.

At this age the "series habit" gains its hold. Its most serious criticism is that it is too easy and encourages mental laziness, and limits the child to one kind of book. We must help children reject the commonplace and help them to interesting experiences to develop mental alertness. Present desirable books in attractive editions and give them opportunities for free choice.

When adolescence is reached we see boys' and girls' horizons opening out. Love of adventure broadens out into the quest of high ideals. There is special interest in books of science and invention. At this time the reading of more recent books is of great use in exciting curiosity that serves as a stepping stone to an interest in the classics.

Such books are: Russell Gordon Carter's *Three Points of Honor*, Cornelia Meig's *New Moon* and *Trade Winds*,

Eleanor Farjeon's *Martin Pippin of the Apple Orchard*, Charles J. Finger's *Courageous Companions*.

It is during these years that great epics make their appeal: Stories of King Arthur, *Odyssey*, *Song of Roland*, Norse Sagas, Celtic cycles, etc.

To those we may add tales of our own pioneer history: Francis Parkman's *Oregon Trail* and *Conspiracy of Pontiac*, Helen Hunt Jackson's *Ramona*, James Boyd's *Drums*, Stephen Crane's *Red Badge of Courage*, Winston Churchill's *Richard Carvel*, James Schultz's *Indian Book*, James Fenimore Cooper's Indian stories. Also interesting books which give the achievements of such great individuals as Abraham Lincoln, Helen Keller, Michael Pupin, and Dr. Grenfell are fine tonics for too idealistic an outlook at this stage. If we want our recommendations taken seriously by boys and girls, we must have some first-hand knowledge of the books that show the life of an adolescent.

In conclusion: surely, if we teachers, librarians and parents are intelligent and awake to the changed emphasis and our new opportunities, the children that pass from our influence shall not be utterly ruined so far as literature is concerned.

(A paper read at the Bucks County library meeting at Southampton, October 28, 1930)

*BOOK SELECTION FROM THE NEGATIVE SIDE

BY MARY KATHARINE REELY

What Not to Buy

Perhaps "What Not to List" would be a more accurate statement of the subject matter of this paper, since the observations made here are based almost wholly on experience in editing a "Selected List" for small libraries.

Each month the Wisconsin Library Bulletin presents a selection of some sixty to eighty recommended books. An equal number in the same month may

*From the Wisconsin Library Bulletin, April, 1931.

have been examined and set aside as "unsuited to our purpose," which means, in our judgment unsuited to the needs of the small library.

This implies, of course, some standard of what the small library should and should not buy. So far as we know, no attempt has been made to formulate such standards negatively, and yet the act of selection must always contain a negative element:—No, we cannot afford that—That's too specialized—too sensational—too technical for us.

Certainly, the making of a list such as ours involves a continuous process of acceptance and rejection. What follows is an analysis of our rejections.

An examination of the volumes on the discard shelves over a period of several months showed that the books which we had decided not to list, more especially the fiction, fell into certain roughly defined classes, a few of which follow.

(1) Books dealing with sex in a manner possibly offensive to certain readers—unless something distinctive in the treatment lifts the book above the commonplace.

Every librarian knows that, nine times out of ten, the book that makes trouble in the library is the book that oversteps some readers' idea of decency in matters of sex. Old-fashioned ideals of reticence and propriety probably linger on for a longer time in small communities. Possibly not. Possibly every large community has a proportionate number of citizens who hold to the same standards. But in the small community there will be a greater number of library patrons who assume an attitude of responsibility for community morals, particularly for the morals of the young, and these readers will feel a stronger sense of ownership in the library than the patron of a large library ever feels. They will have more assurance in confronting the librarian with their standards of decency and feel more free in expressing criticism of any offending book.

Faced with such a situation, the librarian can do one of two things; with-

draw the book discreetly to some back shelf, where it will represent so much waste, or defend it—as it has been necessary in the past to defend *A Lost Lady*, *The Growth of the Soil*, and *Kristin Lavransdatter*—and keep it in circulation. The librarian's problem is to decide what is worth fighting for, and our attitude toward these probable trouble-makers is what seems to us the commonsense one of trying to exclude those that are not worth making a fuss about.

That any form of official or semi-official censorship gives an adventitious value to a book is another thing every librarian knows. Give a book this unfortunate type of notoriety and a flock of sensation-seekers will descend on the library asking for it. Without any reference to the possible question of morals involved, it seems to us unquestionable that public money should not be spent to appease this kind of curiosity. The only reasonable course is to wait till the nine-days wonder has died down and then to judge the book on its merits.

(2) Books of brutal realism, of which there are many these days—books retailing the lives of gun-men and gangsters and exposing the underworld of crime with too much gruesome and brutal detail. We are inclined to leave such books out, although we realize that many are written with the savage zeal of the old prophets.* A recent biography of the most notorious of Chicago gang leaders has a definite value for the sociologist and for all thinking readers, but we are not so sure of its influence on the unthinking. Neither are we very friendly to those books of non-fiction that exhume the murder trials of other days, and in selecting our mystery stories we try as far as possible to exclude those that emphasize the details of crime and the background of the criminal world. We have an idea that when some future Mark Sullivan writes the "Our Times" of this particular decade an array of the titles of popular mystery stories of the

*See Jeremiah Tries Reading. *Sat. Rev. of Lit.*, Feb. 28, 1931.

day will form a curious exhibit. A mystery story's excuse for being is its appeal to the intellect. We try to exclude the other kind.

(3) Sophisticated novels dealing with corrupt and unwholesome phases of society.

After all the small library cannot buy everything, and here is a type of novel it can very well do without. Small towns are not as isolated as they once were, but our feeling is that the less they imitate the vices of the idle rich the better for them. That this type of material is often combined with experimentation in writing technique, does not alter the case, for we feel that such experimentation has little place in the small library, as yet.

(4) Books of improbable and unconvincing plot, unless some unusual circumstance of character or background or style counteracts the defect.

There are certain types of romantic adventure stories where improbability is to be expected and condoned. But we ask something in compensation, a certain dash and daring, an element of gayety and humor, a breath-taking quality that overrides reason, and lacking any of these, we say, "It strains credulity too far," and put it aside.

(5) Books too silly and sentimental.

There is a place in the public library for sentiment, particularly of the old-fashioned variety. There are readers to whom it is rest and recreation and escape. We are on the lookout constantly for wholesome novels to meet this demand. But we want them to have some lightness, some humor, some charm, with some relation to reality. Perhaps the names of Eleanor Hallowell Abbott and Jean Webster and Bess Streeter Aldrich will serve to suggest what we have in mind.

(6) Foreign translations when the point of view and subject matter are too alien to be of interest to the average intelligent American reader.

All foreign novels call for something in the way of adjustment of point of

view. Such adjustment contributes to the values derived from reading them. It means a widening of experience. But occasionally we come upon one that seems too remote, too lacking in intrinsic interest to be worth the effort.

(7) Books just not sufficiently interesting.

And there are many of them, more than any one who does not read books for review could possibly believe. Some one must have had faith in them. A publisher must have thought they would sell. But we cannot believe they would ever be read. We know that on library shelves they would become dead wood in a year's time, and we have come to the conclusion that it is wiser to buy several copies of the good books that are in great demand at the time when readers want them than to spread selection to include many of these merely mediocre books.

Non-Fiction

Certain books of non-fiction come within the above classifications, but on the whole the discarded works of non-fiction fell less readily into classes.

Our non-fiction list is made up of two types of books: Works of such general interest that they will be useful anywhere, and books of special interest so good of their kind that they will almost surely meet a special need in some particular library. The annotations attempt to distinguish between the two types.

This leaves a broad field for choice, but perhaps we can again suggest a few reasons for exclusion—altho exceptions must be noted.

(1) There are many books too specialized or too scholarly to be needed in the average small library, and in general we have it in mind that such books have no place in our list, yet we know that we occasionally may include such with the idea that many librarians who do not buy may be interested in borrowing to meet the needs of individual readers.

(2) There are many books whose subject matter is obviously remote from

small town interests, and yet a book on archeological excavations in ancient Ur or a biography of a minor literary figure like William Cowper may be so delightfully presented that it overrides all our rules.

(3) On controversial questions, either social or economic or religious, we attempt to list books that give a fair representation of both sides. So it would not be exact to say that we exclude works showing obvious bias, for one bias is sometimes necessary to correct another. Our effort is rather to test the author's sincerity, his authority to speak as a representative of one body of public opinion, the sources on which his facts are based, and his attitude toward his opponents, and thus to exclude books not sufficiently authenticated and books tinged with malice. And we should say again that the annotation is designed to give a clue to the nature of the book.

(4) And then we used to think that books too expensive were out of the small library's reach. But we wonder if the time has not come when such a library is justified in buying an occasional expensive book when current interest warrants it. May not a five dollar book for which there is wide demand be a better purchase than two lower-priced books of lesser interest? Now especially that the cheap reprint series have made it possible to stretch the library dollar, wouldn't an occasional indulgence in a high-priced book be more permissible than heretofore? If for instance, you could get most of your Westerns and Mysteries in seventy-five cent reprint form and some of your standard Biography and much of your Adventure-Travel in the Star dollar series, couldn't you now and then buy a *Little America* while it is new?

Conditions in small towns have changed in the last twenty years. The area which the small library serves is still a small self-sustaining community, with its own interests and organizations and activities, but, through rapid means of transportation and communication, it is more a

part of the world at large than was the same community twenty years ago. The library must take account of this change.

Methods of book publishing and distribution have changed and the library in its buying policy must adapt itself to new developments. Our search is still for the best book at the lowest cost, but we have come to the conclusion that even for the very small library the two-dollar-and-a-half novel and the three-to-five dollar work of non-fiction may be an occasional necessity.

After all, book selection for the small library is a matter of common sense. The censorship which such a library must exercise is one of necessity. In book selection the universal principle that every choice implies a rejection applies with especial force. You cannot have one thing without giving up another, and it is the books you give up—the trivial, the trashy, the dull and the vulgar—that make possible the choice of the best.

A BAKER'S DOZEN OF BOOKS

Children's

Albert, Edna. *Little pilgrims to Penn's Woods*. Longmans, 1930. \$2.00.

How Selinda came from Germany to Pennsylvania in the early days. For intermediates. N. J. Lib. Bul.

Ashmun, Margaret. *Susie Sugarbeet*. Houghton, 1931. \$2.00.

Story of life on a sugar beet farm makes a pleasant little tale for girls 8-12. Wisc. Lib. Bul.

Carter, Russell Gordon. *Three points of honor*. Little, 1930.

Foreword by J. E. West, Scout Executive. On the boy scout list. Recommended for 6-8 grades.

Coatesworth, E. J. *The cat who went to heaven*. Macmillan, 1930. \$2.00.

Beautiful story of a white cat who belonged to a Japanese artist who includes his cat in a picture of Buddha for the Charming illus. Chi. Pub. Lib. Bul. Good to read aloud. N. J. Lib. Bul. Grades 4-6.

Fyleman, Rose. *Tea Time Tales*. Doubleday, 1930. \$2.00.

Twenty stories of fairies, elves, goblins and just ordinary people. Each story is prefixed by a poem giving the import of the tale. All of a whimsical turn and will be appreciated most by small children. Gay line drawings. Ont. Lib. Bul.

Gray, E. J. *Meggy MacIntosh*. Doubleday, 1930. \$2.00.

Heroine, a vigorous young Scotch girl seeks Flora MacDonald her ideal, in North Carolina. Written against an authentic historical background. Author is resident of North Carolina, wrote Meredith's *Anne*. Of interest to girls of 6 grade and beyond. North Carolina Lib. Bul.

Kerr, Estelle M. *Town crier of Gevrey*. Macmillan, 1930. \$1.75.

Pierre was only 13 but was not too young to ride the grandfather's bicycle all over Gevrey to cry out the news of the day. Tale presents good pictures of war times in small French town, rationing of food, effort to carry on, etc. Grades 4-6. Indiana Lib. Occurrant. Recommended for duplication in Evansville P. L.

Morrow, Mrs. E. *Painted pig*. Knopf, 1930. \$2.00.

About Pita and Pedro who lived in Mexico between the smoking mountains and the cactus with red flowers, and their efforts to get a clay pig bank. Text by Mrs. Dwight Morrow, pictures by an artist living in Mexico. 4 grade. St. Louis P. L. Bul.

Parrish, Anne. *Floating Island*. Harper, 1930. \$3.00.

Charming, humorous. (perhaps rather long for young children for whom it is intended. Wis. Lib. Bul.) Children 8-12 and older.

Rankin, Mrs. Carroll Watson. *Finders keepers*. Holt, 1930. \$1.75.

The Baileys were a jolly family and interesting things seemed to happen to them. This story of their doings is written in the easy style of Dand-

lion Cottage, an earlier story by Mrs. Rankin. Booklist, March, 1931.

Robinson, Gertrude. *White herons feather*. Harper, 1930. \$2.00.

Thrilling adventure of 16 year old girl and her mother fleeing from Indians toward White settlements. Chi. Pub. Lib. Bul.

Scout jamboree book. By 15 scouts. Putnam, 1930. \$1.75.

Foreword by J. E. West, chief scout executive. Book tells of their adventures in the third jamboree to England in 1929. Vivid pictures written by the boys themselves. Grades 5-8.

Von Olfers, Sibelle. *When the root children wake up*. Stokes, 1930. \$1.50.

Text by H. D. Fish. A beautiful German picture book now available with English text for younger children. N. J. Lib. Bul.

Non-fiction

Addams, Jane. *The second twenty years at Hull House*. Macmillan, 1930. \$4.00.

Chapters on prohibition, education, immigration and other important problems are included as well as valuable autobiog. material. Minn. Lib. Notes & News.

Andree, S. A. *Andree's story*. Viking, 1930. \$5.00.

Complete story of polar flight in 1897 based on diaries of Andree. Strindberg and Frankel. Photos from films found with diaries. Wis. Lib. Bul.

Besier, Rudolf. *Barretts of Wimpole St*. Little, 1930. \$2.00.

Elizabeth Barrett's elopement with Robert Browning and her sister's love for a soldier make an entertaining comedy. Lively play suitable for group reading.

Byrd, R. E. *Little America*. Putnam, 1930. \$5.00.

Intensely gripping narrative of the south pole. Bklist., Jan., 1931.

Davis, Wm. Stearns. *Life in Elizabethan days*. Harper, 1930. \$3.50.

England in 1590. Food, clothing, social life and customs, etc. Enter-

tainingly written. Well illus. Recommended for every library. Ont. Lib. Bul.

Dixon, Clarice Madeline. Children are like that. Day, 1930. \$2.50.

Refreshing and enlightening book for parents so steeped in theory that all the joy of bringing up children has been lost. Wis. Lib. Bul.

Garland, Hamlin. Roadside meetings of a literary nomad. Macmillan. \$3.50.

Encounters and friendships with Whitman, Kipling, Howells and others of the great and near great. N. J. Lib. Bul.

Liddell, Hart, B. H. The real war, 1914-18. Little, 1930. \$4.00.

Brilliant survey of world war by the literary critic of London daily telegraph and military ed. of Cye. Brit. N. Y. Libs.

Maria, Grand Duchess of Russia. Education of a princess. Viking. \$3.50.

Life in Russia under Czarist regime by cousin of late czar. Very popular. Booklist, March, 1931.

Rinehart, Mary R. My story. Farrar & Rinehart, 1931. \$2.50.

To many this story of her life will rival Mrs. Rinehart's novels in interest. Booklist, April, 1931.

Rutledge, Archbald. Peace in the heart. Doubleday. \$2.50.

Sense of spiritual contentment, trust in infinite compassion in these observations of a nature lover in S. Carolina. N. Y. Libs.

Sullivan, Mark. Our times—the U. S. 1900-1925, vol. 3. Pre-war America. Scribner, 1930. \$5.00.

Said to be as good as first two. Useful in High School.

Wiggam, Albert Edward. Marks of an educated man. Bobbs, 1930. \$3.00.

Inspirational book written in popular form. Booklist Bks., 1930.

Fiction

Arnim, Baroness von. Father. Doubleday, 1931. \$2.50.

Reminiscent of Elizabeth's "Enchanted April," and will be liked by most women. New Hamp. P. L.

Barnes, M. A. Years of grace. Houghton, 1930. \$2.50.

Pulitzer prize novel for 1930.

Birmingham, G. A. Hymn tune mystery. Bobbs, 1931. \$2.00.

A skillful amusing murder story. New Hamp. P. L.

De La Pasture, Edmee Elizabeth Monica (Mrs. A. P. Dashwood) (E. M. Delafield, pseud). Diary of a provincial lady. Macmillan, 1931. \$2.00.

The provincial lady is anything but provincial in outlook and the enjoyment she gets out of the small mishaps of everyday existence and the foibles of her acquaintances are very entertainingly related. Ont. Lib. Rev.

Freeman, R. A. Mr. Pottermaek's oversight. Dodd, 1930. \$2.00.

In many respects the best mystery story of several years. What happens is no mystery to the reader, and the attempts at solving it are all the more interesting. (A. E. Bostwick in Recent Readable Fiction. St. Louis.)

Gibbs, Sir Philip. The winding lane. Hutchinson, 1931.

The trials and tribulations, nerve strain, and financial anxiety which beset a novelist who has written a "best seller" are set forth entertainingly in this novel. Contains some quite lovely bits of description and introduces the reader to several charming people. Ont. Lib. Rev.

Glaspell, Susan. Ambrose Holt and family. Stokes, 1931. \$2.50.

An excellent novel about an idealist and what he did to his family.

Lovelace, Mrs. H. H. Petticoat court. Day, 1930. \$2.00.

Delightful romance of Court of Eugenie and Louis Napoleon. A young southern beauty endeavors to enlist the support of the Empress on the side of the South in the Civil War. Popular appeal. N. Y. Libs.

McKail, Denis George. The square circle. Hodder, 1930.

Pleasant leisurely English novel

about the people who lived in Tiverton Square. Not so much the story as its style makes the book notable. Delightful humor. Booklist, June, 1931.

Norris, Kathleen (Thompson) (Mrs. Charles Gilman Norris). *The love of Julia Borel*. Doubleday, 1931. \$1.00.

The scene of the story is laid in France. There are two heroines in this novel. Pen, the spoiled, lovely little heiress, and Julie, magnetic, beautiful and penniless. Both love the last Viscomte de la Ferronays and the dramatic climax reached in the concluding chapters brings the reader to the close of a very absorbing book. Ont. Lib. Rev.

Prouty, Olive Higgins. *White fawn*. Houghton, 1931. \$2.50.

How young love triumphs over social distinctions in Boston. Sure to be popular. Eva Cloud Taylor, N. J. Lib. Bul.

Wade, Henry. *The dying alderman*. Brewer, 1930. \$2.00.

Quiet, clear, well worked out murder mystery. Recommended as one of the best. Wis. Lib. Bul.

Young, Francis Brett. *The Redlakes*. Harper, 1930. \$3.00.

Reviewed by R. B. House in North Carolina Lib. Bul. Hailed by Walpole as one of a half-dozen best novels of 1930. Possesses undoubtedly narrative skill. Is likened to Forsyte Saga. Modern comedy and Jalna.

IS THERE ROOM FOR BOTH SCHOOL AND PUBLIC LIBRARIES IN SMALL TOWNS

Some of the perplexing problems our public libraries are facing today come where they touch their sister educational institution—the School Library. And they crop up usually in the smaller places and mostly along three lines: functions, support and duplication of work.

These problems are becoming more numerous and serious since the tight-

money period has made public library support more difficult while increased leisure time has sent many more readers to public libraries, which thus are facing increased work with reduced funds.

Also, the number of school libraries which are being formed are making people question why two libraries are needed in communities where it has been difficult to support one. And back of this question lies the very real fear of increasing taxes, such as has been happening in recent years. The National Grange states that the average rural and small town taxes in the United States have increased 257% in 10 years. So one does not wonder that these taxpayers must have very definite knowledge of the need before they are willing to "go along" on any new community expense.

Therefore a plain statement of the function of each library and the need for each may clear up some of the questioning and opposition from those who bear the expense and whose viewpoint should be considered.

To begin with the school library: it is generally conceded to be a ready reference tool, housed in a convenient place so the teacher and pupil may turn to it quickly during any period of the day. It should be well equipped and organized; have a trained librarian in charge who knows how to select, buy, catalog and care for books so as to get the best use from them and to give the pupils the best aid; there should be a room large enough so the pupils may have space in which to work with the books; there should be enough books to give every aid to teacher and pupil. Its function is clearly to be as nearly a perfect library tool for the school as is possible, to enable both the teacher and the pupil to do their best work. It is a special library, for a definite purpose. And there is no more potent tool for all phases of school work than a number one school library. And every school should have as nearly a first-class library as the community can afford.

Now what are the functions of a public library? To give library service to the whole community. This includes reference and research work and special reading matter, or the educational phase; general reading and reading for pure pleasure, or the recreational phase, and through the selection of books is given the cultural and ethical phases, for all people, upon all subjects.

To do this there should be ample room and equipment, a well trained staff, sufficient books, good organization, library hours sufficiently long for the needs of the community and the library and branches located so as to be within a convenient distance for every citizen. Possibly the function of the public library may best be expressed by the findings of the Carnegie Corporation.

When it decided that Mr. Carnegie's plan of giving library buildings was not accomplishing the "diffusion of knowledge" he wished, they sent out the scholar, Dr. William S. Learned, to study all "machinery for the spread of knowledge." He studied schools, colleges and universities, lecture courses and Chautauquas, museums, societies and associations, newspapers and periodicals, motion pictures and the theatre, and—libraries. The conclusion reached placed the free public libraries of today in the foremost position as the ideal institution for the "spread of knowledge."

The following passage taken from Dr. Learned's report gives a concrete picture of the free public library as he saw it.

"The foregoing sketch of the educational activities being currently undertaken by public libraries is sufficient indication that these institutions are successfully embarking on a career of most remarkable significance. That a free community book exchange is destined to be transformed into an active intelligence center through the addition of a competent staff of scholars trained in fitting books to human needs, is an idea as dimly perceived today as was the free library itself seventy-five years ago. Nevertheless, could the new features that have

just been described be combined in one city, the result would be an institution of astonishing power,—a genuine community university bringing intelligence systematically and persuasively to bear on all adult affairs. If duplicated from city to city and organized on a regional or county basis for rural and semi-urban districts, it would immediately take its place as the chief instrument of our common intellectual and cultural progress. The true educational establishment of a town or city would in that case center in the public intelligence organization with its many branches whereby needful information would be marshaled primarily for adult use. The elementary and secondary schools would be the subsidiary feeders for the greater institution, serving the special needs of the young citizen, and training him for progressive self-education in the larger environment."

With the functions of each type of library established, it will take careful education and cautious handling to clear up the confusion existing in the minds of the taxpayers as to the need for both phases of library work.

One cause of confusion lies in the rather general idea that because one of the functions of the public library is educational, therefore it should be a part of the educational system. And this would be fine if we had such a system broad enough to provide for all phases of education—schools, libraries, museums, theatres of all kinds, forums and lecture courses, and so on; for all ages and classes of people throughout their lives; covering all subjects in which the human race is interested. We may be growing up to such an ideal but we have not yet attained it.

We have a fine school system reaching out to give as broad a start in education as possible. But a school system can be only one part of a true educational system, and to squeeze a three fold institution—for the public library is recreational and cultural as well—into the scope of one of its phases, and for the use, only,

of a restricted part of its readers, is suicidal.

The average person who has not given the subject thought, will invariably say "why, of course, a public library is an educational institution. In the school system is where it belongs." But the truth is that the school library and school library work is one thing, public library and public library work is another. They are similar and should work in close harmony with each other but they are not identical. One or the other phase is sure to suffer. And this fact is being proven all over the country wherever it is being tried. We need both types of library service, clear and distinct, but if a combination is necessary it should be made so as to give the best all round library service to the town.

Another cause for confusion lies in the wording of the library sections (No. 2501-7) in the School Code. The story of that is as follows: a group of intensely interested men from Erie, who believed devoutly that the public libraries as educational institutions should be under the control of school boards, came to the Legislature in 1895 and secured the law enabling school boards to found and to support public libraries. The Erie public library system was one result. Many other places believing as Erie did that school men and school boards would be the natural leaders in library development as well as school, turned to the schools for help and organized under this law, although few additions have been made to this group since the School Code annulled this law in 1911 and substituted article No. 25 for it.

When the School Code was formed the idea of a "school library" was that of a public library *supported from school funds*. The "school library" as we understand it today did not exist. So the "public school library" is provided for in the School Code in terms suited to public libraries. When that act is read with this understanding, it has a very different meaning and explains why some of the existing conditions are found in some

public libraries. A clarifying of this law (School Code, Sections 2501-2517) to provide what the present school system needs in the present day school library would be a great help.

Such a clearing up of the functions would help from another angle. There is no one in any community who can aid or defeat a public library movement so effectively as can a school man especially a superintendent of schools, regardless of his district—whether state, county, city or borough. A school man who can visualize public library work is a most potent force for public library development. Some of the public library's best friends and backers have been from this group.

However, the school man who can think only in terms of a school library and is indifferent to or actually against public library development, may be a very negative force. Then the tragedy of the situation is that the public library movement is defeated by one whom the average person accepts as a leader in *all* educational work. If the school code was clear, more school men, as well as people generally, would have a better understanding of the problem.

Another ever-present-problem is that of support. The "Erie" law of 1895 started probably one-half of our public libraries looking to school boards for support—and the School Code continues it in Section No. 2510.

Now, many school boards need the money expended for public library purposes for developing their school libraries.

And this brings in a new element. The school is required, even in small villages, to have a school library in the school building, regardless of whether there is any public library service given in the community or not. The welfare and convenience of the school during school hours is of first importance not taking into consideration where and how the children shall get reading matter when the school is closed, nor whether adults have library service. There must be a library

in the school building, even if a town cannot afford two libraries, and a public library is swallowed up or crowded out in the process of getting it.

And who is to say which library gives the greatest help to the school itself. Has that point been investigated? A cursory question put to libraries at the district library meetings for a year brought out the fact, generally, that from one-half to three-fourths of the reference work done in the public libraries is school reference work. This seemed true regardless of the size of the place and the number of good school libraries. No school library however good seems to take care of all of the school work. It would seem therefore that a public library was needed by the school to complete what the school library cannot do for itself, even under the most favorable conditions.

Then the school child who does not form the habit of going to a public library while he is in school is not apt to become a user of public libraries after he stops school. The idea, therefore, that children who have used school libraries later become builders up of public libraries is an idea only—there is no proof that it has ever worked that way. Indeed, there is no instance in Pennsylvania where a distinctly school library has ever expanded into or built up a public library. On the other hand, is there a successful school library system in any place where a public library has not laid the foundation? Take Pittsburgh for instance with its wonderful school library system. Would that have been possible if the Carnegie Library, through long years of work, had not paved the way? Is this not true generally? Is there any place on record where any sort of a public library has grown up as the result of school library work?

So the theory that it is better to have a good school library than a poor school and a poor public library, or no public library service at all seems short sighted. To close the public library seems to be

cutting off one aid for the schools, and all public library service of any sort for the general public including children. Why cannot the school get along with a little less library equipment and some inconveniences until library facilities grow large enough to supply all the library needs of a community. A fostering of county libraries will take away some of these handicaps. The schools can help foster county libraries very effectively, and at the same time make a substantial saving of their own library funds for strictly school library books, as the general reading matter—the stories and fiction and popular books—can be supplied from county libraries. Ask any county superintendent of schools who has used a county library large enough to give good service which system is the better.

Another angle in the question of support arises when the school funds are not sufficient to supply the library required to meet the state's standards and the school must go out into the community to seek books and funds from a public which is already supporting a public library by popular subscription.

What are the handicaps in these small places when the school tries to use the public library for school use? Foremost are the hours the public libraries are open, their location away from the school building, the need of the teachers to have the books within reach for quick, ready use; and the selection of books and guidance of the children's reading.

And yet much may be done by a real getting together to at least alleviate some of these handicaps, for that is what they are for the school, until such time as the community can afford better library service. One town of some 3,000 people where there is a public library supported by a library association and open on Wednesday and Saturday afternoons and evenings, arranged to give the Wednesday periods to the children; the adults were requested to use the Saturday periods. The Wednesday staff was increased so as to give quick service and

also to give aid to the children in both reference work and in selecting books; the school allows the children who go by bus time to get to the library after school; the teachers can take books to their class rooms freely; the school needs are taken into account when books are purchased and the teachers are given a part in the selection of them. This situation is not ideal from either view point but by a hearty co-operation both school and public are getting the best library service the community can afford now, and a fine foundation is being laid for both school and public libraries when that period is reached.

What are some of the handicaps for the public libraries in handling the school work? For all of the handicaps are not on one side.

Possibly the amount of work is the hardest to handle. It comes in a rush, reference work all mixed up with circulation—a veritable tangle. Possibly the most serious handicaps are the crowding out of the adult readers by the juvenile; the drain on the public library funds for what is strictly for school use; and the over-balanced demands made upon the librarian's time for one phase of the work. But the situation must be met and the public libraries generally are doing what they can to meet it.

The handicaps for the public library housed in the school building are much more serious—so serious as to practically kill public library service to nearly all but school children. So nearly as the writer has been able to determine after twenty-three years of study and close observation of the problem, there isn't a public library housed in a school building which has come under her observation, which has been as full a success as it should have been otherwise, taking into account the place, support, equipment, librarian, etc. There are instances where it seemed to be the only thing to be done in that special community at the time, and to be a case of meeting the situation "as is" in the best way possible. And at times the school boards have come

to the rescue of the public library and shown true co-operation in doing it.

Besides the handicaps already mentioned of the necessary over-balancing by the school needs, and the inconvenience of the location of school buildings out of the centre of things, there is the stubborn fact that it is impossible to get the average adult and the child who has stopped school to go back to the school building. It seems to be largely psychological and also seems to be general. Any number of Pennsylvania experiments can be given in proof as well as in other states. A head of circulation in a large city where a fine city library system was trying to use school buildings for general branch work, said it "had to be acknowledged they were not holding their adult and out-of-school readers;" another State Superintendent of Public Instruction said he did not want any more public libraries in school buildings.

Why is it? No one knows but there it is. Usually it is only the reader who wants books very much who will use a public library in a school building and the reader who has to be enticed into reading and guided and encouraged isn't reached at all.

So in the effort to reach a working compromise in this problem, taking the public library into a school building will inevitably sacrifice one of its most important functions of reaching the average rank-and-file person with books and all that that means. The children will go anywhere for books, the adult will not.

The school has set the standards for school libraries and are slowly, as they can, reaching out towards those standards. It will be a great day in our public school education when these standards may be generally realized. There is no question of the importance of school library work nor of its pressing need. It is a question purely of ways and means for all round library development.

What of public library standards? The public library movement as it is today is very young when compared with the schools. It is not yet standardized; it

does not have a minimum support, it is not compulsory, it has no paper qualifications for the librarians fixed by law, it is still in the stage of having to begin in "a small way and build up." The results are that when the library idea takes hold the educational work done to get the library started takes care of the standard set for the community both as to a librarian and in the choice of books. Where such educational work as to what a public library should be and do has been given, there has been no trouble to "keep it out of politics" nor to get the best librarian the funds will allow.

This shows why the public library has not yet reached the standardization stage to which it is surely drifting—but that does not mean that the public libraries are not doing good work. Most of them are—as good as equipment and funds allow.

This brings us to the other problem of duplication of work. Are the functions of each type of library sufficiently well understood? Why is it necessary for a school library to add general reading matter for either pupils or teachers when there is a public library within reach and when funds are limited for both libraries? Why not reach an agreement as to what each library will undertake to do and inaugurate a *real* co-operative plan which will stimulate each library?

Every community however small needs both types of library service. The county library plan will take care of the districts too small to give this service for themselves but these will be a slow development. In the meantime, as has been pointed out, there are many places too small to support two types of libraries as they should be supported. It is only by a wise system of co-operation that both types of service may be continued. Every community needs both, and yet the expense must be kept down. If the public library isn't open during school hours and if it is not located near the school then the use of the public library for a school library isn't always

possible and is always inconvenient though some school men feel the inconvenience is often more than compensated for by the value to the children of working in a "real library" and under the direction of a librarian.

A study of the whole library needs, i. e. school and public, of a community in connection with the community's resources should be made and a plan evolved whereby both school and public library service may be given and in a way to serve both phases of the work equally well. Both phases are important, neither should be developed at the expense or by the absorption of the other. The adult and the child out of school should be considered as well as the child in school, and the handicaps of each type of library work met as nearly as possible.

A. A. M.

WHAT WE HAVE

What can we say for library service in Pennsylvania? With a population of 9,631,350 people there are still 3,500,000 untouched by any free library. Of these 2,320,000 are rural—37% of the population of Pennsylvania still to reach if we fulfill our desire to provide books for everybody.

For after the public schools which teach the rudiments of knowledge, books are the greatest means we have of acquiring an education either general or specific—and the cheapest. It has been estimated that the average cost of schools per pupil in the counties of Pennsylvania runs from \$53.42 in Clearfield County which is lowest to \$123.55 in Pike County.

How much that is per capita of the whole population of the counties I do not know. We pay it because we realize that we must train our boys and girls as well as may be for life as it is today.

The estimated cost of good library service is \$1.00 per capita of the population per year. And it is the library which must carry on when the school closes.

For education does not stop with the school—and the boys and girls who leave school at the end of the eighth grade should have as good an opportunity as we can offer them to get an education in an informal way if the regular channels are denied them.

Fifty-three dollars per year for pupils in schools. One dollar per year for citizens for library service. As the figures fifty-three dollars are a county estimate, let us look at county library statistics. We have sixty-six counties in Pennsylvania excluding Philadelphia and three of these have no free libraries at all. Two of the three, Greene and Snyder have college libraries which doubtless serve the people of their communities to some extent. Fulton has no public library at all. Some of the other counties have so few as to be almost negligible—for instance Adams County with a population of 37,128, largely rural, has two libraries in towns (Biglerville and Bendersville) whose combined population would not reach 2,000 people and whose book supply numbers possibly 2,000 volumes.

Cumberland County with a population of 68,236 has one free library of 6,000 volumes which serves the town of Mt. Holly, the population of which is 1,140. Juniata's one library in Mexico reaches about 500 of its 14,325 plus inhabitants. Honesdale, in Wayne County, has two school libraries which are open to the public and serve 5,490 out of a population of 28,420.

- 3 counties with no free library
- 13 counties with 1 free library
- 12 counties with 2 free libraries

And so on up to Philadelphia, which is a county in itself and has the distinction of having had the first public library of the United States, and Allegheny with twenty or more libraries. Among the thirteen counties which have only one library two are county libraries, Clinton and Pike, which really reach many more people than the towns in which they are situated. And one of the twelve counties having two libraries each

is also a county library, that is Dauphin. It also serves many people outside of Harrisburg its headquarters.

Five counties are making a definite appropriation for county service. Several libraries in Pennsylvania lend books free to anyone in the county who will go to the library for them, such as Danville, and Wilkes-Barre. Others send books out through the county to help the rural schools. Among these latter are Point Marion Borough which circulates books to Springhill Township in Fayette County, Bradford which sends books out to rural schools in McKean County, York which circulates books under the auspices of the York School Library and the Lions Club, and Northumberland which is reaching out into Northumberland County.

But best of all is the consciousness on the part of the people that in some way this situation must be remedied—that a way must be found to make books more easily available to all people whether urban, sub-urban or rural.

We can no longer be content to teach children their letters and let them find their reading material where and how they can.

The mass of cheap, worthless books and magazines filling the news stands, attracting attention by their lurid wrappers and sensational blurbs brings to teachers, parents and librarians a further responsibility to give the children the right kind of books so that they may taste the good as well as the bad and learn to discriminate. We cannot hope to keep from them all the worthless stuff—but we can, if we will, put within their reach the worth while books.

And how are the people going about it to get further rural library service? Through many agencies they are trying to open the eyes of the rank and file to the need.

Sometimes it seems that Pennsylvania is like a kettle of water simmering, with here and there a bubble to show that soon the kettle will boil in earnest.

For all over the state the interest in

county libraries is popping up first here, then there.

Two years ago the Grange put on a series of twenty-four regional conferences. At each one the county library held a prominent place on the program.

The bookmobile from the State Library went to each of these meetings to show the people of rural communities that the county library is not a static thing but a live collection of books that spreads itself over the county wherever the demand is felt.

The next summer the bookmobile made another tour, this time on the Swarthmore Chautauqua circuit reaching more people with its message of "books for all."

The State Federation of Pennsylvania Women's Clubs paid a speaker to visit all the county federations as well as individual clubs to urge them to work for county libraries.

County fair associations have asked to have the bookmobile exhibits at the county fairs as a part of their effort to raise the standard of their exhibitions and to show their patrons what educational advantages may be had in all communities today.

Whenever the request has come to the State Library for the bookmobile to demonstrate county library service it has been sent forth, except when dates conflicted—then the choice was made of that county or community which had an active campaign started to get county library service.

Well organized plans were carried out in several of our counties to get county support for county libraries.

Three of these, Erie, McKean and Tioga failed in their object.

Chester County has carried on a demonstration for nearly three years under the auspices of the Chester County Health and Welfare Council. Ultimately this will be brought to vote.

Adams County is stressing the need of county library service through the library committee of the Gettysburg Chamber of Commerce.

The library law, which in some of its provisions, seemed to handicap the establishment of county library systems has been revised and its objectionable features eliminated.

Another law was passed by this session of the Legislature making it possible for the state to aid financially in the establishment and maintenance of county libraries. The amount of money to be given by the state to each county is governed by the population of the county and the amount appropriated by the county itself.

If the Governor signs this state aid bill it will act as a stimulus to those counties which are considering the establishment of county library systems.

Most instrumental in getting these bills through the Legislature were the State Federation of Women's Clubs, the Pennsylvania Library Association, the P. T. A. and the Pennsylvania State Grange.

The State Federation of Women's Clubs for several years has carried on an educational campaign for county libraries. It sent a collection of books into Tioga County and later into Chester County for use during the demonstrations there. It worked hard and faithfully for the passage of the library bills.

Other organizations and individuals too numerous to mention helped in getting the bills passed and are aiding library development generally. And it is confidently expected that the interest shown in what has already been accomplished will continue to further the development of our Pennsylvania libraries.

E. L. M.

AMENDMENTS TO OUR LIBRARY CODE OF 1917

The amendments to our library law (1931, Act No. 93) was signed by the Governor on May 13. The points of interest to public libraries are as follows:

A town having a free public library *supported in any way* will not be included in a county library unless the board of trustees pass a resolu-

tion requesting it from the county commissioners.

If the town library becomes a part of a county library, it is done through a contract between the library board and the county commissioners.

If the town library decides not to go into the county library, that town does not vote on the subject and will not be taxed for county library purposes.

If, later, a town library wishes to become a part of the county library system, it may do so.

The question of the ownership of library property is arranged for in the contract made with the county commissioners by the library boards of the various towns.

The tax levy voted may not be changed without another vote. Only the parts of a county going into the county library will vote when a popular vote is taken.

Each one of these points had proven to be "snags" and so were taken out. If, later, it seems necessary to divide the town or city library needs from the county, it may be done.

THE STATE AID LAW

At last a State Aid bill has been passed by both branches of the Legislature and is now awaiting the Governor's action. If he signs it, we will have taken the "next step" in securing efficient county library service. If it is not possible for him to approve of it this year, then we must gird up our loins for a stronger effort at the next Legislature.

The bill is very simple and provides for direct state aid to any county, beginning with the third class, where the county commissioners are appropriating money for county library service. The amount is graded from 20% of what the commissioners are giving to 125% in the eighth class counties, up to \$2,500 which is the maximum for any county. The money will be paid to the library boards in charge of the county libraries.

The bill also provides help for counties making a demonstration through books from the Library Extension Division which may be kept for a period of two years.
A. A. M.

DISTRICT MEETINGS

There have been twelve district meetings held this spring, starting as usual with the Philadelphia District meeting which goes to Drexel Institute every year for its February session.

The next meeting, held in Waynesboro in April, was that of the Harrisburg District. This was followed closely by that of Bucks County at North Wales. In May meetings were held in Milton, New Castle, Pittsburgh, Oakmont, Meadville, Windber, Darby, Palmerton and Ulster.

Miss MacDonald attended all of these meetings, and with the exception of the meetings at Drexel Institute and at the Carnegie Library in Pittsburgh a library institute was conducted during the morning session.

It is not possible in our limited space to give detailed programs of the meetings, nor to mention the various speakers who were much enjoyed.

For those who did not attend any of the meetings, it may be wise to tell here what is meant by the institute.

It was an attempt to give in a small way what the institutes for teachers offer, i. e. practical help and suggestions along some definite line of library work and inspiration to strive for better library service.

The topic chosen for the institute session for a beginning was "library administration." In the time allotted to Miss MacDonald during the morning she outlined the policy and ideals which should govern the establishment and management of a free library. Under library administration she classed not only the actual library routine but the relationship of the library with other social activities of the town, with individuals, with business, with schools, etc.

She tried to make plain the vision of those who believe that we cannot yet grasp all the potentialities of library service, cannot rank that service too highly, and so can never feel that we have reached the goal.

There is always something ahead to accomplish, some new contacts not yet made, some new service to render in order to attain our ambition of "a book for every member in the community and a reader for every book."

It is hoped that all those who attended the meetings at which these institutes were held will write us frankly if they want them continued.

The plan is, if possible, to get some one who has specialized in the various kinds of library work, such as book selection, children's work, cataloging, reference, etc., to conduct such an institute at the district meetings each year, taking up one subject at each meeting for discussion and giving a whole day or at least one session to the one topic. In the districts which have two or more meetings a year one day's meeting could be given up to the institute. In the districts where only one meeting a year is held, it might be wise to have one-half of the day devoted to it and have a varied program for the other half.

But while the institute may work out into something very worth while, it is not the whole object of these district gatherings. They should offer primarily an opportunity to meet others of the same profession.

It is an inspiration to all to make these contacts. One of the things that outsiders comment upon in Pennsylvania is the friendly attitude of the librarians toward each other. The district meetings should offer opportunities to extend and deepen these friendships, and, also, to make these meetings stepping stones to the Pennsylvania Library Association meetings. So that when a librarian goes to the annual meeting of the P. L. A. she won't go as a stranger, but with the assurance that she will meet many familiar faces and good comrades.

The attendance this year was fairly representative of the libraries of each district. Yet it could be better.

It is hoped that the time will come when each library will be represented by at least one librarian and one trustee; when each head librarian will feel it a duty to send as many of her staff as possible to the meetings in order that they may feel that they belong to the library family of the state.

In building up strong district meetings as feeders to a healthy vital growing state association, the librarians will be doing more for the development of public library service in Pennsylvania than is realized now.

Think for a moment of the Federation of Women's Clubs of Pennsylvania. It has a real power in the state. That power comes from the fact that so many small organizations have combined.

If our libraries should enter into the development of a strong state organization as the individual women's clubs did, they could accomplish much. Let's think about it.

E. L. M.

NEWS NOTES AND GOSSIP

Ambler

The Public Library of the Colony Club of Ambler moved in March into a commodious room in the community building which it uses jointly with the Colony Club. As a result the library facilities are greatly improved and it is expected that its usefulness will be materially increased.

Ambridge

A bronze replica of the Pioneer Woman executed by Bryant Baker has been placed in the Laughlin Memorial Library as a gift from Mr. and Mrs. Larimer Mellon of Pittsburgh as a memorial to Major Alexander Laughlin, Jr. It is an exquisite piece of workmanship thirty-two inches high. The original life size statue is in Ponca City, Oklahoma.

Bedford

The Bedford Public Library writes:

"We are growing so fast that we want to sell our four-drawer card catalog cabinet and get a new twelve-drawer one with hase. Do you know anyone to whom we could sell it? It is in fine condition."

If anyone is interested in this hargain write to Mrs. John C. Smith, Bedford, Pennsylvania.

Bethlehem

The Wednesday Morning Current Events Club has requested permission of the trustees of the Bethlehem Library to place a memorial to the late Mrs. Alhert M. Cleaver in the South Side Lihrary. The memorial is to be a mural painting. Mrs. Cleaver hequeathed \$40,000 to the library and this memorial will be a fitting recognition of her gift.

Catasauqua

A former church building has been purchased for permanent use of the library. The library association has been chartered and new members elected to the Board of Trustees.

Patronage of the library is increasing every year and in its new quarters the library promises to give much better service.

Chester County

Miss Dorothy Varian has resigned her position as librarian of the Chester County Library to accept a similar position in the Warren County Library, New Jersey.

Connellsville

Miss Seaton writes: "Our library is beautiful. We are all painted and varnished to a finish. It is in shades of tan. You would hardly know the place.

"Our circulation is booming just the same. We had next to the largest we ever had in March."

Donora

A novel way for earning money for the library is to be tried out in Donora. During the Mushball season the Lihrary Association will rent camp chairs for 10c apiece to spectators of the games. All the proceeds will go to the library.

Doylestown

Trustees of the Melinda Cox Free Library have purchased the former Bucks County Trust Company building at Broad and Court Streets. The new building meets the requirements of the library and is well located.

Easton

The Easton Public Library had some interesting and effective publicity recently during Boy and Girl Week when, through the courtesy of the *Easton Express*, the hoys and girls of Easton schools published a page of the paper entitled *Library Life*.

Articles on "What the Easton Public Lihrary means to me;" "The best book I ever horrowed from the hoys' and girls' department;" Drawings showing the advantages of using the library; and poems and reviews of books were included. All these were the work of pupils from the 5th to 9th grades inclusive. Prizes were awarded for the best work submitted of each kind.

Eureka

The Mary H. Walter Memorial Library reports an enlarged book stock and increased circulation. During the year twelve teachers in the surrounding townships borrowed books for their schools.

Germantown

On April first Miss Hannah M. Jones, librarian of the Friends' Free Library was retired and appointed Librarian Emeritus after fifty-five years of service.

The Board of Directors of the library in commenting on Miss Jones' retirement speaks of her "long and devoted labor in one of the most important fields of service which our meeting has undertaken.

"In all the library growth Hannah M. Jones was not merely interested, but was actively leading. She . . . sought to keep in touch with modern development which might aid in the efficiency of our library. But apart from professional contacts, her vigilant oversight, her unselfish devotion, her personal and friendly interest gave

our library a distinction of which every reader was conseious."

Gettysburg

Gettysburg College will receive a \$50,000 trust fund from Mrs. Sophia Elizabeth Zimmerman, wife of Jeremiah Zimmerman, it was learned recently when her will was filed for probate. The fund will be used for the purchase of books for the library. Mr. and Mrs. Zimmerman have also given 75,000 volumes, many of them rare books to the library, in addition to other gifts.

Hatboro

The Hatboro library has withdrawn from its shelves several books dating back to the 16th and 17th centuries because of their value. Hereafter they will be kept in a bank vault.

Ever since the library opened these volumes, most of which were the gifts of Lady Elizabeth Fergusson, have stood on the library shelves waiting their turn to be used. Now they are withdrawn not to be discarded but to be still more carefully treasured in spite of the fact that their days of usefulness as library books are over.

Meadville

The Meadville library reports two gifts to that library during the past year; \$1,000 from the estate of the late Belinda Minnium and \$1,000 from Mrs. Arthur L. Bates.

Montrose

The annual library book fund canvass was conducted recently and about \$1,100 collected, although the complete returns are not all in. Mrs. Gladys F. Goodfellow was chairman of the campaign.

Philpsburg

The Jennie Morrison Memorial Library was dedicated February 27 in the Senior High School Building, Philipsburg. Miss Morrison was for many years a teacher in the Philipsburg schools and much beloved. Books were a great joy to her and therefore the library is a peculiarly fitting memorial of her. While it is essentially a high school library, it will be

open to the public during certain hours each week.

Phoenixville

Miss Marion K. Barton, for sixteen years librarian of the Phoenixville Public Library, died on April 23. She had been ill for many months, but in spite of her suffering she was able to keep in touch with the library and supervise her assistants until a short time before her death. Her faithful loyal service to this library was an inspiration to all with whom she came in contact.

State College

The resignation of Miss Sabra W. Vought as librarian of Pennsylvania State College was accepted by the board of trustees to become effective July 1. Miss Vought has had a year's leave of absence during which time she has been acting librarian in the Office of Education of the United States Department of Interior.

Her successor at State College has not been chosen.

Washingtonville

The Jane E. DeLong Memorial Library has recently received a gift of many books from Thomas D. Richardson and Grace P. Richardson of Philadelphia. The list includes fiction and non-fiction.

Wilkes-Barre

Miss Mary N. Baker of New York was recently appointed librarian by directors of the Osterhout Free Library. Miss Baker, who assumed her duties on May 15, has until recently been in the circulation department of the New York Public Library.

Wyomissing

On April 17 the new library building was formally presented to the borough by Mrs. Ferdinand Thun, the donor. Mr. Earl C. Jenckes, president of the trustees of the library, accepted the gift. The ceremony was very simple and dignified and was followed by a reception to the people of Wyomissing.

The ceremony included the unveiling of a bronze plaque presented by the

Woman's Club of Wyomissing. It reads: "In sincere appreciation of Mrs. Ferdinand Thun's philanthropy and generosity—Woman's Club of Wyomissing, 1931."

The building is of old Virginia brick. In the center is a colonial hall with the charging room on its right. Beyond this room is the children's room and then the story-hour room which can also be used for meetings of various kinds. In front of the children's room is a walled court furnished as an outdoor reading room. To the left of the entrance is a reading room behind which are the librarian's office and work rooms. The stacks are behind the charging room. The interior of the building is finished in white enamel with hard wood floors. The furniture was specially selected to harmonize with the design of the building and in all details is practical and beautiful.

E. L. M.

MISCELLANEOUS

P.-T. A. Resolution

When the National Congress of Parents and Teachers met in May, 1931, they passed the following resolution, "We recognize the right of children and parents alike to books and library service and reaffirm our endorsement of the county library for rural districts."

A Generous Offer

"The Wm. H. Rademaekers and Son Company, Library Bookbinders of Newark, New Jersey, offer to all librarians, assistant librarians, supervisors of binding, and other employees of libraries, a two-day free course in repairing and mending of books in their bindery. Write for appointment."

Libraries, June, 1931.

The Washington Bicentennial

The George Washington Bicentennial Commission, Washington Building, Washington, D. C., has prepared twelve different programs on the personality, char-

acter and achievements of Washington. They also have prepared forty-eight papers on these topics and sub-topics, and are issuing sixteen pamphlets prepared by Dr. Albert Bushnell Hart.

All of these publications will be sent to libraries requesting them.

A Library Survey

The U. S. Office of Education has issued a survey of libraries in the U. S. covering the period from 1923 to 1929. A part of the story it tells of library growth is in *School Life*, May, 1931. The complete survey is ready for distribution.

Notice

We have recently received several copies of the following books from the Carnegie Library of Pittsburgh. If any librarian in Pennsylvania would like to have any of them we will send them as a gift, free of charge as long as they last.

Sears—List of subject headings for small libraries. 1925.

Fellows—Cataloging rules. 1922.

Drury—Selection and acquisition of books for libraries. 1928.

Mann—Classification and cataloging of books. 1928.

Hitchler—Cataloging for small libraries. 1915.

Library of Congress—Subject headings used in dictionary catalog of the Library of Congress. 2nd edition, 1919.

Library of Congress—Second supplement to second edition of Subject Headings.

Library of Congress—Third supplement to second edition of Subject Headings.

Library of Congress—Literature subject headings with list for Shakespeare collections and language subject headings. 4th edition, 1920.

We have also a number of copies of Pennsylvania Library Notes and of the A. L. A. Booklist. If any library wishes to complete its files we may be able to supply missing numbers.

